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ABSTRACT

GRADES OR AGES: Grade 4. SUBJECT MATTER: Social Studies; regions. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is laid out in three columns, one each for topics, activities, and materials. It is mimeographed and staple bound with a paper cover. OBJECTIVES AND ACTIVITIES: Activities are listed in the center column. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column. Each group of materials is coordinated with one or more activities. STUDENT ASSESSMENT: No mention. OPTIONS: The guide is prescriptive as to course content and timing. The activities and materials listed are considered a "possible method of approach." (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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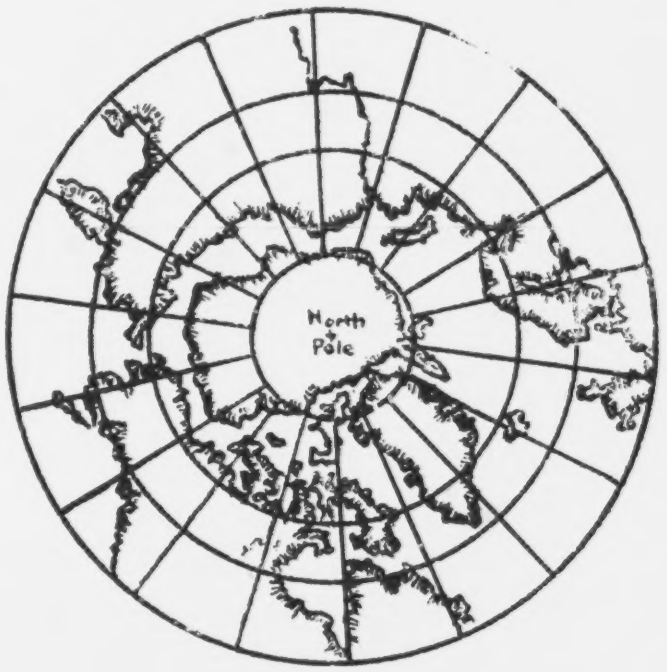
OVERVIEW
RESOURCE UNIT I
GRADE 4



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

RU,I - Gr. 4

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OVERVIEW OF YEAR'S WORK

I. AIMS

A. To develop an initial understanding of the term "region."

B. To develop an understanding of the aims and scope of the year's study.

Explanation:

- The children in the fourth grade begin their study by developing meaning for the term "region" through observation and research. They discover that regions can be classified in different ways for study. At this grade level, natural regions, cultural regions, and regions of economic activity will be utilized as a base for understanding the new concept.

- The study of the nature and characteristics of the metropolitan region will be approached through an analysis of metropolitan Providence, a typical metropolitan region. Different regions of extractive economic activity (farming, fishing, mining, forestry) around the world will be considered and compared.

- To complete the picture, a study of manufacturing regions will encompass the processing and transformation of extractive materials into finished goods for consumption. As an adjunct to this portion of the study, trading with its transportation and communication facilities, will be presented to demonstrate the interdependence of people. Also, throughout the year's study, the Providence metropolitan region will be continually used as a focus to point up this interaction.

- During the year, the tools of geography necessary for regional analysis will be introduced and developed systematically in conjunction with the content.

II. GENERALIZATIONS

A. A region is an area with common characteristics that may be identified for purposes of study.

B. For purposes of study, regions may be classified as physical (example-landforms), cultural (example-metropolitan complex) and economic (example-extractive).

III. DEVELOPMENT OF UNIT

- The overview of the year's work will be motivated through the use of selected aerial photographs to introduce the concept of "region."

- The following suggestions are to be used as a possible method of approach for introducing the scope of the year's study to children within approximately a two-week period:

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What will pupils observe in pictures?	Place several photographs on bulletin board. Questions on what is alike, what is different. Follow with other pictures of same four types of regions. Follow this with pictures of leaving one region and entering another--what is alike? what is different?	Aerial photographs of: . desert . mountain . river basin . metropolis Photographs of the four regions. Photographs of overlapping regions such as plains moving into mountains, etc.
What is a region?	Term could be added to bulletin board in scrambled letters. When pupils have unscrambled the word REGION, seek for their understanding and meaning. Select pupils to look for meanings of word REGION in encyclopedias, dictionaries, as well as in social studies texts, and report their findings. Then through reporting, questioning, and continued reference to photographs, develop correct interpretation of the concept "region." Note that there is need for making clear what a region is through many questions: Are we in a new region when we cross a state line? How many days to drive through a particular region? Do regions overlap?	Letters for word REGION. Encyclopedias, dictionaries, social studies texts.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the nature of regions?	Show a series of photographs and develop the concept of the variety of regions through observation and analysis of the photographs. Have a group develop a papier maché map to show different regions.	Photographs of: . desert . polar region . mountain . river basin . farming . fishing . plateau . mining . forestry . coastal plain . metropolitan complex . industrial complex . valleys . grasslands . plains . lowlands
How can regions be classified or typed?	Have pupils categorize the regions illustrated in the photographs. Organize them into types such as the following. Pupils will need to understand each term. <u>Physical</u> . desert . mountain . river basin . plateau . coastal plain . polar <u>Cultural</u> . metropolitan complex <u>Economic</u> . farming) extractive . fishing) . mining) . forestry) . industrial) manufacturing complex)	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Reinforce the understanding of the term "region" by doing group work. Have pupils collect pictures of regions. Ask a group of pupils to gather materials and arrange these with appropriate titles on the bulletin board.	Old newspapers, magazines, etc.
	Formulate other groups to prepare a class booklet using pictures of regions. Select some creative pupils to make original illustrations of the various regional types being considered and incorporate these into the class booklet. Have labels included with the various pictures.	Art Supplies.
Skill problem: How do pupils work in groups?	Before the pupils begin the group work, let the pupils set up good standards for group work. Make a standards chart for reference. After the above activities have been completed, evaluate the group activiites with the entire class. Ask the class to judge the validity of picture choices and labeling.	
How can different regions and real objects be represented on maps?	Ask the class to explain how they would show or represent such real things as mountains, rivers, or buildings on paper. Then present several different kinds of wall maps and have the pupils tell how real objects are represented on these maps. Check the understanding of symbols through use of atlas.	Large wall maps of various kinds: relief political pictorial Art Supplies.
	For same area, perhaps Providence, have children see and use an aerial photograph, a ground level photograph, a pictorial map, a relief map, a political map.	Series of pictures and maps of Providence.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Why are regions of work activity (economic regions) so important?	Perhaps teacher might lead into this with comment similar to the following: Sometimes we experience disasters such as earthquakes, breaking of dams, explosions, large fires, or droughts. For some areas, the news is just a few days of headlines and then people forget. For others, the President flies over or makes a tour, relief funds are sent, and for weeks newspapers report how the region is being restored. Why do some regions seem so much more important than others?	
	Elicit the idea that people work to satisfy their basic needs of <u>food</u>, <u>clothing</u>, and <u>shelter</u> and that people all over the world are engaged in pursuits which satisfy these needs.	
	Discuss some of the occupations or work activities that are necessary to obtain our basic needs.	
How do we secure the raw materials we need for food, clothing, and shelter?	List farming, fishing, mining, and forestry under the heading <u>Extractive Activity</u>. Explain that the word 'extractive' is used because the products of these activities are removed or <u>extracted</u> from the earth (as in farming, forestry, mining) or from water (as in fishing).	
In what kind of region do we live?	Show pictures of metropolitan Providence and industrial complexes.	Pictures of metropolitan Providence, industrial complexes.
	Have pupils note the prevalence of industrial buildings and their significance. Request pupils to tell about the type of work done by their parents.	
	Make a listing of these occupations. From this listing, develop the idea that in a manufacturing region, some people make or manufacture things, and others provide service. Ask pupils to add others that they know.	References from school, home, library.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Then, ask pupils to explain why both manufacturing activities and services are needed. Show aerial pictures of metropolitan Providence.	
	Use yellow pages of telephone directory to find some of the occupations and industries represented in a metropolis. Have pupils realize that a large skilled labor force is necessary for the growth in sustenance of a metropolitan region.	Old telephone directory.
Are economic regions alike? If so, to what extent? If not, why? What must we do to find out?	Using pictorial illustrations, develop the idea that the ways in which people live and work are dependent upon where they live (physical environment), how they live their accustomed living patterns.	Selected pictures from social studies texts showing different climates, land-forms, and cultures.
How are regions tied together?	Show illustrations of modern transportation and communication facilities and develop the idea that these facilities are bringing the people of the world closer together, making them more interdependent and similar in way of life.	
	Have pupils collect pertinent illustrations of these modern inventions. Appoint a group of pupils to prepare a bulletin board display with an appropriate caption such as "Inventions That Bring the Peoples of the World Closer Together." Later add the picture collection of inventions to the class booklet.	Old magazines, newspapers, commercial booklets. Art Supplies.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the scope of the year's work?	Point out that as they study their own metropolitan region and other regions around the world, they will learn about the differences and similarities of regions.	
How can the pupils' understanding of the unit be evaluated?	<u>Oral</u> Use picture collections included in the class booklet and have contributing pupils present an oral review of the work. Have pupils give definitions for the new vocabulary introduced such as the following: . region . physical, cultural and economic regions . map symbols . extractive activity . manufacturing . metropolitan Develop orally with the entire class, statements of the basic understandings of the unit. <u>Written</u> Write summary paragraphs of the basic understandings under teacher guidance. Give an objective test including the new concepts and ideas relative to the scope of the year's work.	Class Booklet